R E P O R T R E S U M E S

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THE VISITING HOMEMAKER, A SUGGESTED TRAINING PROGRAM.
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THE PURPOSE OF THESE GUIDELINES IS TO PROVIDE RESOURCE MATERIAL FROM WHICH A LOCAL TRAINING PROGRAM FOR VISITING HOMEMAKERS CAN BE DEVELOPED. THE VISITING HOMEMAKER ASSISTS IN PERFORMING THE DUTIES OF THE HOME IN ORDER TO KEEP FAMILY LIFE NORMAL DURING STRESS OR ILLNESS IN THE FAMILY. THE VISITING HOMEMAKER TRAINEE SHOULD BE AN INTELLIGENT, MATURE PERSON WITH AN INTEREST IN HELPING FAMILIES AND WITH EXPERIENCE IN BASIC HOMEMAKING SKILLS. THE TEACHER SHOULD BE A COLLEGE GRADUATE WITH A MAJOR IN HOME ECONOMICS OR SOCIAL WORK, EXPERIENCED IN TEACHING ADULTS, AND COMPETENT IN WORKING WITH OTHERS. INSTRUCTION FROM 60 TO 90 HOURS IS SUGGESTED IN THE UNITS -- (1) ORIENTATION AND PERSONAL QUALITIES NEEDED, (2) RESPONSIBILITIES OF THE VISITING HOMEMAKER, (3) BASIC NEEDS OF PEOPLE AND IMPLICATIONS OF WORKING WITH CHILDREN OF VARIOUS AGES AND FAMILY BACKGROUNDS, (4) WORKING WITH FAMILIES WITH SPECIAL PROBLEMS, (5) ASSISTING THE FAMILY IN PROVIDING NUTRITIOUS MEALS, AND (6) HOUSEKEEPING TASKS. REFERENCES ARE INCLUDED WITH EACH UNIT. SUGGESTIONS ARE GIVEN FOR LESSON PLANNING, EVALUATION, AND TEACHING FACILITIES. CRITERIA ARE LISTED FOR JUDGING TRAINEE READINESS FOR EMPLOYMENT. THIS DOCUMENT IS AVAILABLE AS GPO NUMBER FS 5.287--87002 FOR 20 CENTS FROM SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402. (MS)

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A SUGGESTED
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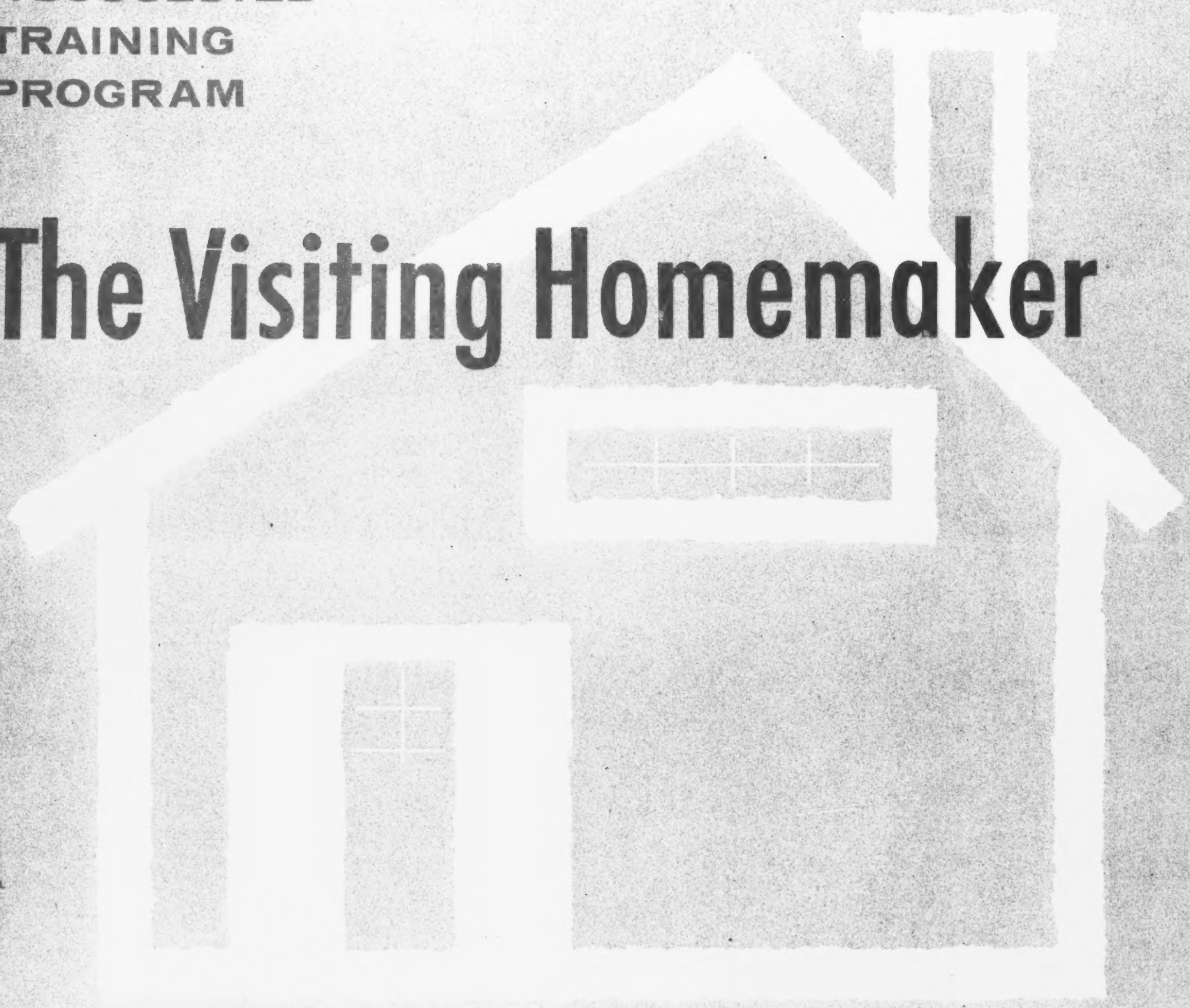
PROGRAM

The Visiting Homemaker



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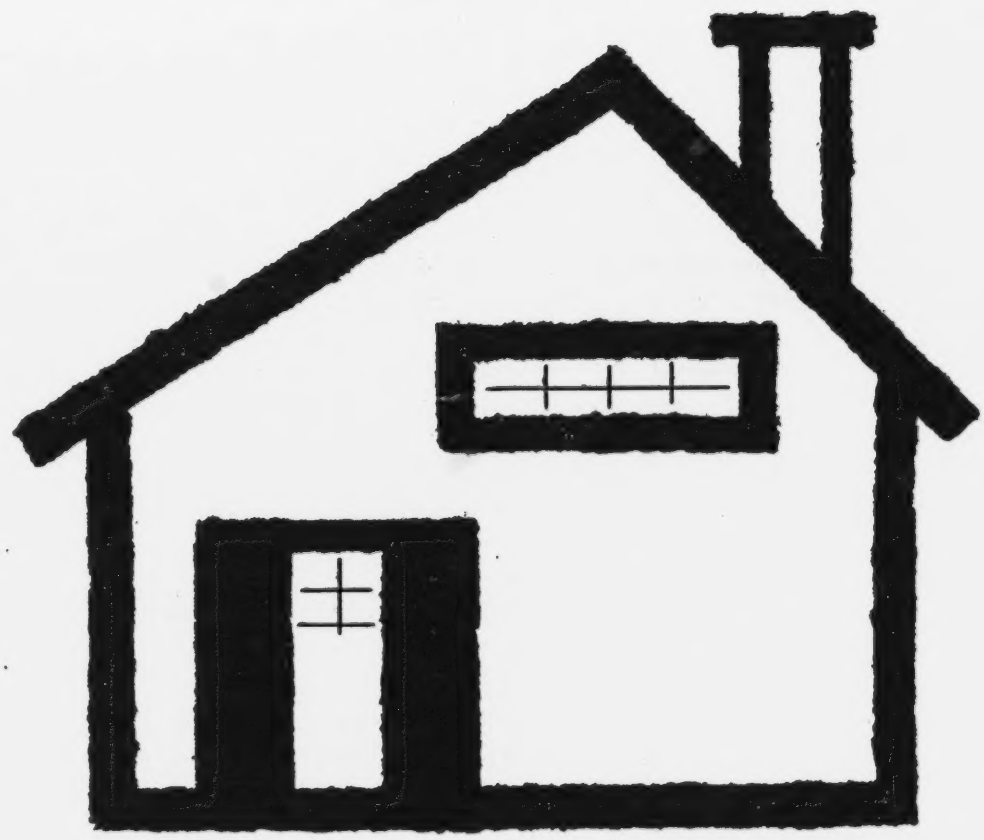
The Visiting Homemaker

A SUGGESTED TRAINING PROGRAM



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FOREWORD

THE MAJOR ROLE of home economics training in vocational education has been to assist youth and adults to prepare for the responsibilities and activities of homemaking and the achievement of family well-being. Although this role will continue to be a responsibility of home economics education, many socioeconomic changes affecting women and families require that home economists now assume, to a greater extent than in the past, the responsibility of providing training for wage earning. An increasing number of women find it necessary to spend part of their lives in some wage-earning occupation. In addition, many employed homemakers and community agencies find it necessary to secure assistance in the care of family members or in the provision of other services that contribute to more satisfactory family life.

A series of work conferences held in 1963, under the direction of the Professional Services Section of the Manpower Development and Training Program, U. S. Office of Education, brought together national leaders in adult education in home economics, who, in cooperation with workers in other branches of vocational education and several national organizations and agencies, selected nine service occupations for which to prepare suggested training materials. These occupations, based on home economics knowledge and skills, provide a service to families within an institutional or community setting or within the home. Suggested resource materials from which to develop a training program that meets the needs of a particular group of trainees have been prepared for each of the nine occupations. The job analyses and job description used in the suggested training programs were prepared for inclusion in the revised edition of the Dictionary of Occupational Titles, issued by the U. S. Department of Labor.

This guide for the Visiting Homemaker provides resource material from which a local training program can be developed. It is recognized that the experience and education of trainees will vary, as will the aims and needs of the local health and welfare agencies that will employ and supervise the trained Visiting Homemakers. Two suggested schedules for training are included, but each training program should be adapted to each group of trainees. This publication will be useful in the development of training programs that will enable women to acquire competencies having a valid wage value and needed in serving families.

Walter M. Arnold
Assistant Commissioner for
Vocational and Technical Education

CONTENTS

	Page
FOREWORD	iii
TRAINING PROGRAM FOR THE VISITING HOMEMAKER	
Developing Course Plans	1
Job Functions	1
Program Objectives	1
Teacher Qualifications	1
Background of Trainee	2
Length of Course and Course Units	2
COURSE UNIT I - ORIENTATION TO THE NATURE OF THE WORK AND PERSONAL QUALITIES IMPORTANT TO STRENGTHEN	3
COURSE UNIT II - RESPONSIBILITIES OF THE VISITING HOMEMAKER AND THE PROFESSIONAL PEOPLE WITH WHOM SHE WORKS	4
COURSE UNIT III - BASIC NEEDS OF PEOPLE AND SOME IMPLICATIONS OF WORKING WITH CHILDREN OF VARIOUS AGES AND FAMILIES OF DIFFERENT TYPES	5
COURSE UNIT IV - WORKING WITH FAMILIES WHERE THERE ARE SPECIAL PROBLEMS	6
COURSE UNIT V - ASSISTING THE FAMILY IN PROVIDING NUTRITIOUS MEALS	8
COURSE UNIT VI - HOUSEKEEPING TASKS	9
TEACHING THE COURSE	
Planning the Learning Experiences	10
Evaluating Achievement	11
Planning the Lesson	12
Teaching Facilities	12
Criteria for Judging Trainee Readiness for Employment	13

TRAINING PROGRAM FOR THE VISITING HOMEMAKER

Developing Course Plans

The following suggestions are for training persons who are to be employed by agencies to work in homes where they will assist or supplement the homemaker in keeping family life as normal as possible during times of family stress or emergencies. Nationally, this job has been given a variety of descriptive titles. In this training guide the title Visiting Homemaker is used.

Teachers must adjust and adapt the suggestions in this guide to the needs of the particular group they are teaching because the duties which the employing agency expects of the Visiting Homemaker may differ from community to community, and the trainees will vary in education, experience, and ability. In addition to having first-hand information concerning job requirements, the teacher must secure as much information as possible about the trainees. The specific objectives, teaching methods, and time allotted to each aspect of the training can then be adjusted to the local situation and to the trainees.

Job Functions

The Visiting Homemaker assists the mother or wife in performing the duties of the home in order to keep family life as normal as possible when the family is overburdened by illness or the stress of a family emergency.

Program Objectives

To prepare trainees:

1. To carry out directions given by the person assuming responsibility within the family or by the sponsoring agency;
2. To help maintain family routines and activities;
3. To help family members adjust to the changed family situation caused by illness or other emergency;
4. To help children have a sense of security through sympathetic understanding;
5. To supervise the play and rest of children;
6. To prepare or to assist family members in the preparation of simple nutritious meals;
7. To help do necessary laundry work;
8. To keep the home clean and orderly.

It is suggested that the teacher review carefully the "Criteria for Judging Trainee Readiness for Employment" prior to developing the plans for teaching this course. The criteria will be useful throughout the course in establishing specific objectives, providing learning experiences, and making periodic evaluations.

Teacher Qualifications

A qualified teacher is a college graduate with a major in home economics or social work, or a combination of the two, who has had successful experience in teaching adults. She should be able to determine the needs of the families to be served and the backgrounds and abilities of the trainees. She must be competent in working with the employing agencies and in securing the assistance of people in areas of specialization in developing the training program.

Background of Trainee

A trainee should be an intelligent, mature person who has genuine interest in helping families in time of stress and who is able to work under supervision. The trainee must have competency in the basic skills of reading, giving and following directions, and doing simple arithmetic. It is desirable that the trainee have had some experience in homemaking skills used in the job for which she is being trained.

Length of Course and Course Units

A basic course of not less than 60 hours is suggested for the training. An expanded course may be offered for trainees who will be employed in families with more complex problems or for those trainees with limited backgrounds.

The following suggested range in hours for each of the 6 units can be used as a guide for planning a course of 60 to 90 hours.

Course Unit	Title	Hours
I	Orientation to the Nature of the Work and Personal Qualities Important to Strengthen	2-4
II	Responsibilities of the Visiting Homemaker and the Professional People with Whom She Works	5-10
III	Basic Needs of People and Some Implications of Working with Children of Various Ages and Families of Different Types	25-40
IV	Working with Families Where There are Special Problems	15-25
V	Assisting the Family in Providing Nutritious Meals	4-10
VI	Housekeeping Tasks	4-8

COURSE UNIT I

ORIENTATION TO THE NATURE OF THE WORK AND PERSONAL QUALITIES IMPORTANT TO STRENGTHEN

Suggested Training Time — 2-4 Hours

Objectives

Course Unit I is designed to orient trainees to the services and work of the community's Homemaker Service or Visiting Homemaker. It also will help trainees develop an understanding of ways to strengthen desirable personal qualities.

Course Unit Outline

A. Work of the Homemaker Services

1. Community agencies which employ Visiting Homemakers
   a. Agencies and their structure
   b. Nature of the agencies' work in the community
   c. Employment policies
      (1) Hours of work
      (2) Compensation
      (3) Social Security contributions
      (4) Transportation to and from work
      (5) Termination of services

B. Work of the Visiting Homemaker

1. Kinds of work and working situations
2. Differences between working in own home and working under supervision—agency or private employer
3. Importance of the service given
4. Records to be maintained
   a. Records of assignment
   b. Time charts
   c. Reports to the supervisor
   d. Other required reports

C. Desirable personal qualities to cultivate

1. Underlying reasons for and importance of these qualities
2. Some ways to strengthen such personal qualities as
   a. Adaptability
   b. Sincere respect for individuals
   c. Tolerance and understanding of human shortcomings
   d. Reliability
   e. Punctuality
   f. Courtesy
   g. Cheerfulness
   h. Being a good listener and not too talkative
   i. Good management of time, energy, and materials
   j. Neat appearance and work
   k. Initiative, particularly in unorganized situations
   l. Resourcefulness
   m. Good health

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COURSE UNIT II

RESPONSIBILITIES OF THE VISITING HOMEMAKER AND THE PROFESSIONAL PEOPLE WITH WHOM SHE WORKS

Suggested Training Time — **5-10 Hours**

Objectives

Course Unit II will help each trainee develop an understanding of the responsibilities of some professional people with whom she may work. It will also assist the trainee to understand some of her own responsibility and role.

Course Unit Outline

A. Some of the professional people with whom the Visiting Homemaker will work

1. Doctors
2. Public health nurses
3. Social workers

B. Responsibilities of the Visiting Homemaker

C. Role and responsibility of the Visiting Homemaker in relation to the

1. Agency which has employed her
2. Families with which she works

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COURSE UNIT III

BASIC NEEDS OF PEOPLE AND SOME IMPLICATIONS OF WORKING WITH CHILDREN OF VARIOUS AGES AND FAMILIES OF DIFFERENT TYPES

Suggested Training Time — 25-40 Hours

Objectives

Course Unit III is designed to help every trainee develop an understanding of some basic human needs and differences in families as they may affect individual behavior, particularly the behavior of children of various ages. This unit will also help trainees develop or improve a number of skills which are important for effective child care.

Course Unit Outline

A. Some basic understandings for working effectively with people
   1. Common human needs or desires such as
      a. Love and affection
      b Security
      c. Recognition and achievement
      d. Self-confidence and self-respect
   2. Some characteristic behaviors when common human needs are not met
   3. Possible effects of illness or disrupted family routines on behavior of family members
   4. Some implications of common human needs for effective methods of work by the Visiting Homemaker

B. Families
   1. Differences among families
      a. Customs and practices
      b. Goals and use of family resources
      c. Cultural differences
   2. Value of differences in families
   3. Effects of socio-economic changes on family living
   4. Importance of accepting family patterns which differ from those to which one is accustomed

C. Children and youth in the family
   1. Types of behavior typical of children and youth during
      a. Pre-school period
      b. Early childhood
      c. Pre-adolescence
      d. Adolescence
   2. The school dropout
      a. His frequently found attitudes
      b. His problems in the family
   3. Possible relation of some noncooperative behavior to common needs of individuals
   4. Some methods of working with children who behave in noncooperative or disturbing ways in the family

D. Care of children
   1. Needs of infants and toddlers for
      a. Love
      b. Proper feeding
      c. Bathing
      d. Adequate rest
      e. Suitable clothing
   2. Supervising activities related to young children in the family
      a. Provision of nutritious meals
      b. Play
      c. Rest
      d. Safety
   3. Supervising the performance of older children in carrying out their household tasks and accustomed responsibilities in the family
      a. Assisting with shopping
      b. Assisting with food preparation and serving meals
      c. Making beds
      d. Keeping house clean and tidy
      e. Self-grooming
      f. Helping care for younger children

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The Drop-Out. Chicago, Ill.: International Film Bureau, Inc. n.d.

COURSE UNIT IV

WORKING WITH FAMILIES WHERE THERE ARE SPECIAL PROBLEMS

Suggested Training Time — 15-25 Hours

Objectives

Course Unit IV will help trainees develop some understanding of possible ways to cope with special family problems.

Course Unit Outline

A. Coping with special problems in the family

1. Some problems encountered when a family member is:
   a. Physically handicapped
   b. Mentally retarded
   c. Mentally ill
   d. Elderly or senile
   e. In a stage of terminal illness
   f. A convalescent
2. Providing needed care
   a. Adjusting family routines
   b. Assisting family in following directions of doctor, nurse, or social worker

B. Services for the convalescent

1. Helping provide for and maintain bodily and emotional comforts under the supervision of the specialists in charge—physician, nurse, social worker, physical or speech therapist, nutritionist, etc.
2. Giving personal care services as directed by the physician, nurse or other specialist
   a. Helping patient with bath, care of mouth, skin, and hair
   b. Helping patient to and from bathroom, in getting in and out of bed, with eating and in taking prescribed exercises
   c. Preparing special diet for the convalescent
3. Giving supportive care
   a. Helping individuals help themselves in activities of daily living
   b. Helping family members help the convalescent

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COURSE UNIT V

ASSISTING THE FAMILY IN PROVIDING NUTRITIOUS MEALS

Suggested Training Time — 4-10 Hours

Objectives

In Course Unit V, trainees will develop an understanding of ways to help the family in the planning and preparation of nutritious meals within the limits of the family's food resources.

Course Unit Outline

A. Planning and preparing nutritious meals within family budget
   1. Planning meals
      a. Use of Basic Food Guide
      b. Seasonal menus
      c. Recipes for surplus food and left-overs
      d. Low-cost food plans
      e. Food shopping practices
      f. Recognition of family likes and dislikes for foods
      g. Cultural and religious preferences
   2. Preparing special diets prescribed by the doctor
   3. Planning for shopping of household supplies
   4. Keeping records of all expenditures

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COURSE UNIT VI

HOUSEKEEPING TASKS

Suggested Training Time — 4-8 Hours

Objectives

This Course Unit offers trainees an opportunity to develop skills in various housekeeping tasks and in understanding the scheduling of work. Particular attention is given to the use, care, and operation of household equipment, and to safety practices in the home.

Course Unit Outline

A. Housekeeping
   1. Seasonal or occasional tasks
      a. Mending household linen
      b. Cleaning and storing winter clothing—protecting against moths and dust
      c. Cleaning and storing blankets
      d. Seasonal housecleaning
   2. Routine tasks
      a. Schedules and performance
      b. Conserving time, energy, and materials
         (1) General cleaning
         (2) Bedmaking
         (3) Dishwashing
         (4) Mopping floors
         (5) Simple laundrywork

B. Use, care, and operation of household equipment
   1. Stoves and refrigerators
   2. Small electrical appliances
   3. Cleaning equipment
   4. Improvised equipment

C. Safety and sanitation in the home
   1. Accident prevention through detection and elimination of hazards
   2. Proper use of equipment
   3. Safe working procedures
   4. Control of insects and vermin

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TEACHING THE COURSE

Planning the Learning Experiences

The objectives of a training program are achieved by learning experiences designed to help the trainees develop those behaviors and abilities designated in the objectives. Each experience should serve a definite function and should not be introduced because it is traditional or "modern" or because it is satisfying to the teacher.

A good teacher constantly reminds herself that "covering" the topics outlined for a course does not automatically result in learning. She knows that effective learning experiences should be planned by visualizing what the trainee must be able to do on the job. The job analysis will be an important guide, because the class experiences must be realistic and based on work situations for which the training is being given. Each trainee needs opportunity to apply her understandings and abilities to the different kinds of problems she may face.

A variety of learning experiences will be needed to develop the kinds of abilities required in home and community service occupations. Creativity is a key in providing meaningful experiences for a particular group. The successful teacher will see new ways to synthesize, adapt, and revise experiences to fit the unique characteristics of the group and fulfill the requirements of the job.

These are some planned experiences to be considered:

A. Experiences that will add to and enrich the background of trainees

1. Bringing employers to class to give information on nature of the job
2. Using persons from special fields such as mental health, geriatrics, nutrition or dietetics, child development, medicine, public health, and housing to extend basic knowledge and answer questions
3. Providing reading material appropriate to age and reading ability
4. Using movies, filmstrips, charts, tape recordings, or other audiovisual materials to present specific information (it will be necessary for teachers to preview films, filmstrips, and tapes for appropriateness of and familiarization with the content)

B. Experiences which help develop insight and desirable attitudes

1. Playing out roles of people who might be involved in a work situation
2. Visiting with prospective employers who are to benefit from services to be given by trainees
3. Comparing methods of doing a task by making simple time and motion studies
4. Reacting to situations illustrated in movies, cartoons, or short dramas
5. Making planned trips to representative places of employment

C. Experiences in analyzing work situations and solving problems

1. Considering a specific employment problem or work situation. The situation presented must be realistic. (If actual cases are studied, anonymity should be maintained.) The teacher should ask questions which lead trainees to recognize the problem, to decide what additional information might be needed, and to suggest and evaluate solutions.
2. Developing step-by-step work schedules for some aspects of the job
3. Working out typical problems in a laboratory situation

D. Experiences to develop specific skills and abilities

1. Watching demonstration of a technique, with follow-up practice in class, laboratory, in own home, or in a situation provided by cooperating employer(s)
2. Observing and participating in specific activities in places similar to those where trainee will be employed
3. Experimenting with different arrangement or placement of equipment and supplies, or different techniques for completing a job
4. Acting out situations such as interviewing a prospective employer, repeating directions given, or getting help from a supervisor

E. Some teaching methods which help trainees draw conclusions and summarize important ideas

1. Circle discussion—each member tells of something she observed on a field trip or in a film that would be useful to an employee
2. Buzz group—a small group of trainees applies a principle to new situations
3. Summarizing panel—2 to 5 members of the class review important ideas presented in a class session
4. Summary sheets—brief summaries of major ideas, important facts, or steps in a work process, prepared by the teacher for distribution to trainees at the end of a lesson

Evaluating Achievement

Major functions of evaluation in a program designed to prepare individuals for wage-earning:

1. Assessing basic abilities of persons desiring to enroll in the training program as a basis for selection
2. Determining needs and backgrounds of trainees as one basis of setting up specific goals for the course
3. Measuring the extent to which trainees achieve the goals

Evaluation made for these purposes also will give the teacher a basis for developing learning experiences, modifying course plans, and selecting appropriate references and teaching materials. The needs, backgrounds, and abilities of potential trainees can be assessed by teachers in informal interviews with each person. Personal data sheets and more formal measurement of reading ability and aptitudes for the job may be supplied by vocational counselors or employment service offices.

An integral part of planning a course is selecting some means for checking the progress of each trainee. The desired understandings, attitudes, and abilities are described in the objectives. Course plans must include:

1. Ways of observing each trainee's progress toward achieving objectives
2. Methods of recording observations so progress may be assessed

A teacher can obtain some clues to progress from the trainee's participation in class and from individual conferences. An "anecdotal record," which is a factual report of what the trainee says or does, needs to be written at frequent intervals. Evaluation of the anecdotes should not be attempted until a number of observations has been recorded and at a time when the teacher's feelings and emotions are least likely to influence her judgment.

A rating scale may be used to indicate the level or quality of trainee accomplishment. Three levels are commonly used such as "very good," "acceptable," "not acceptable." (An experienced teacher may use one with 5 to 7 levels, but those used by trainees should be less complex.) The accomplishments being evaluated should be stated specifically and the meaning of the different levels on the scale should be indicated clearly so that all persons using the scale have a common under-

standing of the meaning of each rating. A check-off type of list can be used by both teacher and trainee to record completion of learning activity or achievement of some measurable skill. Rating scales, sometimes called "score cards," may also be developed to rate a completed task.

Evidence of trainee accomplishments should be compiled throughout the training course. Since observations are more valid if made in realistic situations, much of the evaluation will usually take place in laboratory and practice sessions.

Planning the Lesson

The best guide or lesson plan is, of course, one that has been prepared by the individual teacher, based on personal experience and manner of teaching. Although teachers differ in their ways of organizing and coordinating important parts of their presentations, they agree that the purpose of a lesson is effective and meaningful classroom instruction.

Written plans may be very brief, but the good teacher will know before the class starts:

1. The goals or objectives of the lesson—the kind of learning desired
2. The outline and suggested time schedule for the lesson, including
   a. An interest approach—a way to introduce the lesson, to capture the interest of the trainees and to direct their attention to the lesson's goals or objectives
   b. Activities which will involve the trainees in discovering new facts and principles, solving realistic problems, or practicing skills
   c. A way to summarize the lesson—to help trainees arrive at some valid conclusions and /or to evaluate the extent to which lesson goals have been achieved
   d. Assignments of additional study or practice
3. The subject matter content—the facts and principles or main ideas to be brought out in the lesson
4. The teaching materials and references to be used

Teaching Facilities

In addition to home economics departments, there are various types of public and private facilities which, if available locally, could be used to enhance the effectiveness of this course. Trainees, for example, could profit from visits to community facilities to observe techniques used in child care, home management, meal preparation, and similar course-related activities.

Because all of the suggested facilities will not be available in every community, it remains for the teacher to modify or supplement the suggestions which follow:

1. Schools and child-care centers

   A visit to a kindergarten, nursery, or primary grade offers trainees an excellent opportunity to observe children and their activities. Particular attention can be focused on methods and equipment used in caring for children.
2. Households of cooperating homemakers

   Through visits to the residences of cooperating homemakers, particularly those trained in home economics, trainees can observe techniques of home management, work simplification and meal preparation in a family setting. Trainees might gain practical experience by planning and preparing a complete meal, using a cooperating homemaker's equipment and materials.

3. Rooms in recreational centers, YWCA's, libraries, schools, housing centers

   Rooms in any of these institutions may provide space and facilities for class meetings. Of particular interest are rooms which contain bulletin boards or chalkboards and are suitable for use of audiovisual aids.

4. Hospitals and rehabilitation centers

   Supervised experiences in these institutions offer trainees a chance to observe methods of caring for convalescents and to receive guidance in learning acceptable procedures.

5. Local food stores

   Field trips to local food stores can help trainees learn more about desirable shopping techniques, general price levels, characteristics of various foods and food products, and ways of selecting particular foods.

6. Local appliance stores and utility companies

   These stores and companies usually have trained specialists who give demonstrations in the use and care of common household appliances, not all of which may be available for class practice sessions or demonstrations. Much can be learned about the use, operation, and care of these appliances through a well-planned visit to these facilities.

Criteria for Judging Trainee Readiness for Employment

The criteria which serve as guides in determining whether the trainee is ready for employment as a Visiting Homemaker will be more intangible than in some other occupations. However, some understanding of human frailties and needs, and some insight into how to provide the various services required by families under stress are of such importance that every attempt should be made to evaluate trainee progress.

The use of various evaluative devices is necessary for the teacher and the trainee to accumulate objective information about the growth of the trainee. The following kinds of competencies are important to develop or to strengthen during the training program:

A. Personal qualities

1. Courtesy, friendliness. and tact in dealing with members of the family, supervisors, professional people, visitors
2. Acceptable appearance—good grooming, cleanliness and neatness in dress, sensible choice of clothing
3. Good personal habits in speech, mannerisms, and methods of work
4. Mature judgment in a variety of household situations
5. Acceptable attitudes—calmness in disorganized situations, positive attitude toward family and work, and cooperativeness
6. Assumption of role appropriate for the Visiting Homemaker

B. Activities showing knowledge, understanding, and skills

1. Works effectively under supervision
2. Demonstrates knowledge of basic homemaking techniques and management of simple family finances
3. Carries out directions given by professional people
4. Practices good shopping procedures—preparation of a shopping list, selection of items for specific uses
5. Plans and prepares nutritious family meals—practical use of advertisements, how to follow recipes, consideration of family preferences or customs, use of cooking utensils, correct method of preparation

6. Understands and uses elementary techniques for working with young children, convalescents, children or youth with special problems
7. Practices safe work habits
8. Knows which people to contact and what action to take in an emergency
9. Demonstrates proper use of common household appliances and equipment
10. Demonstrates acceptable methods of care and storage of clothing against moths or dust
11. Understands some characteristics of families and the effects of illness or disruption of routines on the family
12. Keeps the home clean, sanitary, and orderly

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This is one of a series of nine training guides for Home and Community Service Occupations.

A. Community-Focused Occupations Which Use Home Economics Knowledge and Skills

1. Child Day-Care Center Worker
2. Management Aid in Low-Rent Public Housing Projects
3. The Visiting Homemaker
4. Hotel and Motel Housekeeping Aide
5. The Supervised Food Service Worker

B. Home-Focused Occupations Which Use Home Economics Knowledge and Skills

1. Clothing Maintenance Specialist
2. Companion to an Elderly Person
3. Family Dinner Service Specialist
4. The Homemaker's Assistant